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ABSTRACT

Presented is a sequenced series of approximately 25 lessons designed to help mothers increase the interpersonal problem solving ability and behavioral adjustment of their 4- and 5-year-old children. It is explained that the program which takes 20 minutes per day over a 3 month period, combines an educational and preventive mental health approach. Initial games focus on developing specific language and attention skills. Subsequent lessons are designed to help children identify emotions; gather information about other people's feelings; and think in terms of options, causes and effects, and consequences in human relations. Each lesson lists materials needed and provides a narrative script for the mother. (CL)

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A
Cognitive
Approach
To
Interpersonal
Problem - Solving

U.S. DEPARTMENT OF HEALTH,
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PROBLEM-SOLVING TECHNIQUES IN CHILDREARING

A Training Script for Parents of Young Children

Myrna B. Shure, Ph.D. and George Spivack, Ph.D.

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Community Mental Health / Mental Retardation Center
Department of Mental Health Sciences
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PROBLEM SOLVING TECHNIQUES IN CHILD REARING

A Training Script for Parents of Young Children

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Introduction

Following are the details of a program that mothers and trainers of mothers of four-and five-year old children can use to increase the interpersonal problem-solving ability of their children, and their subsequent behavioral adjustment. It is an educational program, which at the same time is a preventive mental health program. The program derives from over six years of research and use by teachers and mothers of children in urban schools. It has been evaluated and shown to work.

The program is a carefully sequenced series of lessons in the form of games the mother plays with her child or children. The program takes about twenty minutes per day, over a period of three months. The mother can work with a single child or she can include her other children if she wishes. The sequence begins with games to develop specific language and attentive skills, and moves through games that help children identify emotions, think about people in important ways, and learn to gather information about others. The final games develop skills in how to think in terms of options, causes and effects, and consequences in human relations.

At various points throughout the script, questions corresponding to the script that the mother can think about or trainers can pose in meetings can be raised and in the latter case, provide a springboard for discussion. These exercises are on separate pages entitled: For Mothers: To Think About.

The present script is similar to a previous one designed for teachers of four-year-olds, but readapted for flexible use with a single child. In addition to the formal games and dialogues presented in this script, there are specific dialoguing techniques the mother can use at home when problem situations actually arise. The general approach, the basic program principles, examples of informal use of dialogues and the entire program script for four-year-olds as used by teachers is presented in a book Social Adjustment of Young Children, 1974, by Spivack and Shure, published by Jossey-Bass, San Francisco.*

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* A script specifically designed for kindergarten-aged children is also available by writing to Myrna B. Shure at the Hahnemann Community Mental Health/Mental Retardation Center, Division of Research and Evaluation, 314 N. Broad Street, Phila., Pa. 19102.

Instructions to Mothers

1. These lessons are just like games. It is these games that you will play with your child five days a week. On each of these five days, you should spend no more than twenty minutes time playing the games with your child. If your child should get tired or lose interest before the twenty minutes time is up, stop the lesson early. In fact, the first several games can terminate after five minutes time. It is a good idea to establish a regular time of day for these games such as just after dinner, or right before bedtime. The time is not crucial, but regularity of time helps establish a routine found to be useful.

2. While this script was specifically designed for four-year-olds, mothers have reported their other children (and occasionally neighborhood children) ranging in ages from 3 to 8 have found the games stimulating and interesting. Mothers have also experienced success in allowing an older child to read the script on occasion, thus helping her teach the younger children. It is important to keep in mind that the four or five year old should respond quite frequently and not be allowed to be "drowned out" by older siblings.

3. If your child does not catch on to a lesson, do not repeat it. Each lesson builds on another lesson and he will get

the point as the games go on. If your child finds the very early games too easy, go through them, but move quickly. They are necessary for association to the meaning of games to follow, and should not be eliminated.

4. Variations on the exact wording of the script are permissable, as long as the purpose of the lesson is not lost. It is not necessary to memorize the script. In fact, you may place the script on your lap, on the floor or on a table and casually read from it.

5. In the script are boxes, like this ☐. If you wish, you may fill in these boxes with your children's names. If you are working with one child, puppets are in some cases substituted to play the role of other children and character names for the puppets can be filled in these boxes. On pages where boxes appear, instructions are given.

6. The day numbers are only approximate guide lines. Your child or children may proceed at a faster or slower rate than suggested.

7. When pictures are used, they can either be taped or magnetized to a board or laid out on the floor or on a table in easy view of the child.

8. For the problem-solving portion of the script (the last section), record the solutions and consequences on the work

sheets if you wish. For eliciting responses, you can use a blackboard or a pad of paper, but writing down the child's responses provides a good motivating technique (whether or not the child can read).

9. Any particularly well-liked games can be repeated intermittently, particularly the story books and puppet stories.

Training Program Outline

Prerequisite Skills Section

Games 1-7 Language, Listening and Paying Attention

Certain very basic concepts are necessary for the end result of seeing alternative solutions and their consequences, as well as understanding the meaning of the problem. Solving a problem includes deciding on solution A or B, A and B, as well as A but not B.

Bereiter and Englemann, in their book Teaching Disadvantaged Children in the Preschool (1966) have found that many 4-year-old children attending Head Start do not know the meaning of the words AND, OR, and NOT. Many five-year olds also need to learn to think with these word concepts.

The early games and techniques in the present curriculum have been adapted from the language curriculum of Bereiter and Englemann, but with the focus being on interpersonal relationships. The goal is to teach children to use these language skills as a tool to solving interpersonal problems, to think alternatives (OR) and to be able to think the negation (NOT). The words SAME and DIFFERENT become important in naming new alternatives and being able to discriminate between them.

"If-then" statements for later ability to reason in terms of cause-and-effect and appreciation of consequences are also taught, (e.g., IF I am thinking of a boy, then I am NOT thinking of a ______.)

Some of the games simultaneously focus on listening and paying attention, a first step in the ability to take in bits of information and think things through as opposed to jumping to quick and often faulty conclusions.

Games 8-9 Identifying Emotions - Rudiments of Logic

In order to consider people's emotions in the decision-making process in problem-solving, it is first necessary to be able to identify them. Pictures and teacher demonstrations (e.g., laughing, crying, etc.) are used for this purpose.

Game 10 Multiple Attributes - AND

Beginnings of awareness that there is more than one element to consider about a person at any one time which may have to be considered before taking action in problem-solving. This game is a first step toward that goal (e.g., "This man is wearing a hat AND he is wearing _______. What else can we say about this man?")

Games 11-14 Information Gathering - How Can We Tell?

Utilizing skills learned in the preceding lessons, the goal is to stimulate thinking of ways to find out how others feel, that not everyone feels the same way for the same reasons, and that the same person feels different ways at different times.

Attending to others' feelings and preferences may be an important element in later problem-solving ability, including consequential thinking. Exercises are conducted wherein the children cannot see (face covered with book), but can hear that the leader is happy by her voice and by her laughing.

Game 15 More Information Gathering and Do You Like?

Individual choice is stressed. Pictures are shown wherein each child indicates his choice, e.g., a plane or a train, and individual preferences are pointed out.

Inherent in these games is the notion that a child cannot assume for example, that because giving A a doll made A happy that giving B a doll will also make B happy.

Inherent in these games is also guidance in how to find out what other people like and the children take an active role in doing the "asking."

Game 16 Emotional Awareness

Above and beyond the ability to identify emotions is the need to be aware of and sensitive to other people's feelings in problem-solving.

Understanding of, and ways to cope with and influence emotions and desires of others are featured. Ways to motivate others to want to benefit oneself are emphasized, as well as ways to obtain what one wants without arousing negative feelings in others (e.g., "Let's pretend we know that Rachel has a doll to play with, and Sandra snatched it away from her. How would that make Rachel feel?")

Game 17 Why-Because Connectives

In understanding that consequences are in direct relationship to cause-and-effect, i.e., "Johnny hit Jimmy *because* Jimmy hit Johnny first," it is important that children not only learn to understand cause-and-effect, but to think in such a way that they will see the causal connection between an act and its consequences.

Game 17 also encourages looking beyond the obvious and most noticeable clues to gain information, e.g., "Look at the whole picture for reasons why the girl might have fallen off her bike." (In the corner of the picture is a tree that might provide a clue.)

The words MIGHT and MAYBE become important in cause-and-effect in human relations. Preceding causes may not be a certainty. The why-because connectives are also useful in situations where a problem would be avoided (e.g., "I fell *because* I ran too fast.")

Game 18 More Individual Preferences

This game is the same as Game 15 with reinforcement of earlier concepts, e.g., the word *not* is included.

Game 19 A Story

The story "Will I Have a Friend?" is read, with specific questions reviewing previously learned concepts about emotions.

Game 20 What Might Happen Next (Consequences)

In learning to think of consequences that may ensue from an act, the words MIGHT, MAYBE, WHY-BECAUSE again become important. Emphasis is again placed on IF-THEN statements and on the fact that emotions are important consequences. For example, "Let's pretend Donald pushed Karen out of his way and Karen did not want to be pushed. What might happen next in the story?" "How might Karen feel?" "Why might Karen feel ____? Because ____." The concepts of causality (why-because) and the notions of might and maybe help when considering solutions in light of potential consequences to an act ("If I hit him, he might hit me back") and in recognizing that the effect of an act on another person is never a certainty.

Game 21 Puppet Story

A story was created to stimulate thinking about emotions and how to cope with varying emotions.

The first part of the story finds the main character (Allie the Alligator) very sad because he cannot participate in the same games as do other alligators (i.e., run and play). It is pointed out to him that he can do other things even better than the other alligators and the story ends up with Allie being very happy.

The second part of the story (presented on a new day) is an illustrated problem-solving situation, stressing three kinds of thought: 1) one cannot assume that because an individual likes something that he will like it all the time. The same individual likes different things at different times. (Allie does not like to swim all of the time); 2) one must gather information before he comes to hasty conclusions (Whipple the Whale thought Allie did not want to play with him because Allie did not want to go swimming at that moment); and 3, it is often important to find out what the other individual likes in order to solve an interpersonal problem.

Game 22 More Do You Like?

Game 23 More Why-Because (Puppets)

Games 24-25 Lessons in Fairness

Based on previous research by author Shure, only concepts of fairness that were found to be understood by four-and five-year olds are included. The concept is around the proposition that in an equal situation, where two individuals do not differ in their "right" to an object, the "fair" solution is for both individuals to receive equal benefits or enjoyment of that object. Acquisition of this concept is meant to provide the child with some conception of the "rights" of others as an element in decision-making, and learning to be sensitive to the emotions of others.

Inherent in the second part of this game is the notion that sometimes in being fair, it is necessary to wait, e.g., in going on a firetruck (acted out), only some can go on the first trip because the firetruck does not have enough room for everyone.

Problem-Solving Section

These games present hypothetical problems that can be solved by incorporating the previously learned concepts. Some solutions are appropriate for some problems and not for others. The child is not told any solutions or consequences. Emphasis is placed on naming alternatives, probable consequences of each, and weighing the options so that he will learn to think "What can I do?" "What might happen if I do that?" "What else can I do?"

Story books, puppet stories and actual real-life problem situations are interspersed for review purposes and to maintain interest.

Materials

The materials listed below are those used in the research project. It is not necessary to use these exact materials. They can be replaced by similar materials and some can be made. Most of the materials below may be ordered by an educational supply company.

Materials	Manufacturer or Publisher
Flannel Magnetic Board 2' X 3' and Magnet Strips or Pads of Paper	Instructo Corp. Paoli, Pa. 19301
Poster Dolls (Physical Fitness)	Trend Publishing, Inc. St. Paul, Minn. 55165
Educational Picture Sets	
Moods and Emotions Social Development My Community Transportation Food and Nutrition	David C. Cook Elgin, Ill. 60120
Our Pets (by Helen Hansen)	Hayes School Publishing Co. Wilkinsburg, Pa.
Puppets	
Dragon (hand puppet) Whale (hand puppet) Duck (hand puppet) People Finger Puppet Set	Creative Playthings Princeton, N.J. 08540
Family Face Puppets (Black Family or White Family)	Instructo Corp.
Farm Animals With Barn	Process Plastic Co. Montgomery, Ill. 60538

Story Books

Will I Have a Friend? by Miriam Cohen 1967	MacMillan New York
The Circus Baby by Maud and Misba Petersham 1950	MacMillan New York

Trinket Assortment

Animals and Toys	Novelty or 5 and 10¢ store

Drawings

Appropriate drawings made for:

Game 7

NOTE

The games that follow can be played with one child or more than one child. Exceptions are noted in the script.

- There are directions to play some games if more than one child is playing. These games are followed by a game to play if one child is playing.
- Game 3 is designed for you to play if your child is a boy. It is followed by another game 3 to play if your child is a girl.

TRAINING PROGRAM

Prerequisite Skills Section

DAY 1

GAME 1 -- IS

Materials

Trend Poster Dolls (Physical Fitness)
4 girl dolls; 3 boy dolls

Mother: Now we're going to play a game. Are you ready? O.K. Watch me very carefully.

Mother: ________ (Use name of your own child) is a boy (girl). Is (child) a boy (girl)? Yes, (child) IS a boy (girl).

Point to each child in the group, and ask the same question.

If child teases by saying a boy is a girl, just say, "O.K. I know you're teasing me."

Mother: Now watch me carefully. I am going to point to a boy doll, like this (point to boy doll). I am going to point to a girl doll, like this (point to girl doll).

Mother: If I point to a boy doll, tap your knee like this (tap your knee). Let's tap our knee together.

Mother: If I point to a girl doll, raise your hand like this

GAME 1 - Continued

(raise your hand). Let's raise our hand together.

Mother: What are we going to do if I point to a boy doll? That's right, tap our knee (tap your knee).

Mother: What are we going to do if I point to a girl doll? That's right, raise our hand (raise your hand).

Mother: O.K., now watch! [Make up names for the dolls if you wish].

Mother: (Point to a doll and say): [doll's name] Johnny! What do we do when I point to a boy? (Let child answer). Good, we tapped our knee because Johnny IS a boy.

Mother: (Point to another doll and say): [doll's name] Sally! What do we do when I point to a girl? (Let child answer). Good, we raised our hand because Sally IS a girl.

Point to each doll and do the same thing. Then repeat the game with your own child or children.

NOTE: If your child does not answer, ask him again. Then say, "Let's tap our knee together." If he taps his knee, shake his hand and say: "Good, we are tapping our knee because Tommy (or doll) is a boy." Do not push the child further at this time.

DAY 2

GAME 2 -- A-SOME, IS-ARE

Materials:
Trend Poster Dolls (Physical Fitness)
4 girl dolls; 3 boy dolls

Mother: Remember yesterday when the game was pointing to a doll that IS a boy and a doll that IS a girl. We pointed to A boy and A girl. Today we're going to point to SOME boys and SOME girls.

Mother: O.K.? Are you ready? Now watch me very carefully.

[doll's names]

Mother: (Point to two boy dolls) Johnny and Billy are boys. Are Johnny and Billy boys? (Let your child answer). Yes (nod your head), Johnny and Billy are boys.

[doll's names]

Mother (Point to two girl dolls) Sally and Susie are girls. Are Sally and Susie girls? (Let your child answer). Yes, Sally and Susie are girls.

Mother: Now watch me carefully. I am going to point to SOME boys and to SOME girls. If I point to SOME boys, tap your knee like this (tap your knee).

Mother What are we going to do if I point to SOME boys? (Let your child answer). Right, we're going to tap our knee (tap your knee).

Mother: If I point to SOME girls, raise your hand like this. (Raise your hand).

Mother: What are we going to do if I point to SOME girls? (Let your child answer). Right, we're going to raise our hand (raise your hand).

GAME 2 - Continued

Mother: O.K. Now watch!

[doll's names]
Billy and Johnny

Point very dramatically back and forth to the two dolls.

Mother: I pointed to SOME boys. What do we do when I point to SOME boys? (Let your child answer). Good, we tapped our knee because I pointed to SOME boys.

Mother: Sally and Susie

Point very dramatically back and forth to the two dolls.

Mother: I pointed to SOME girls. What do we do when I point to SOME girls? (Let your child answer). Good, we raised our hand because I pointed to SOME girls.

Mother: Carol and Judy

Point very dramatically back and forth to the two dolls.

Mother: I pointed to SOME girls. Do you know what to do? (Let your child answer). Good, we raised our hand because I pointed to SOME girls.

If there are two boys or two girls playing these games, do the same thing with your children. That is, call a name and if you point to a boy, have your children tap their knee, and if you point to a girl, have your children raise their hand.

NOTE: If your child does not answer, ask him again. Say, "I am pointing to some boys. Let's tap our knee together." If he taps his knee, shake his hand and say: "Good, we our tapping our knee because I am pointing to some boys."

DAY 3
[If child is a girl]

[If child is a girl, use pp. 7 and 8]

GAME 3 -- NOT

Materials: None

[call child's name (Child #1)

Mother: ☐ IS a boy.

☐ is NOT a girl.

Call on the same boy throughout.

Child #1

Mother: Is (child's name) a boy? (Let child answer).

Child #1

Mother: Yes, ☐ IS a boy.

Child #1

Mother: Is ☐ a girl? (Let child answer).

Child #1

Mother: No, ☐ is NOT a girl.

Child #1

Mother: ☐ is NOT a __________. (Let child answer).

Child #1

☐ is a boy.

GAME 3 - Continued

Child #1
☐ is NOT a girl.

Child #1
☐ is NOT a ________. (Let child answer).

Child #1
Mother: Is ☐ a girl? (Let child answer).

Child #1
No, ☐ is NOT a girl.

Child #1
Mother: ☐ IS a girl.

Child #1
Oh, you caught me. ☐ IS a ________.

(Let child respond.)

If other boys are in the group, repeat the same for each boy, Child #2, etc.

[If girls are in your group, turn to pp. 7 and 8].

NOTE: If your child does not answer, say "Let's shake our head together. 'Yes, Johnny is a boy.'" If he shakes his head, say "Very good, Johnny is a boy." Then shake his hand.

If your child is a boy, turn to p. 9 for your next game.

DAY 3
[If child is a girl]

[If child is a boy, use pp. 5 and 6]

GAME 3 -- NOT

Mother: Use your child's name IS a girl.

Child #1
is NOT a boy.

Call on the same girl throughout.

Child #1
Mother: Is (child's name) a girl? (Let child answer).

Child #1
Mother: Yes, IS a girl.

Child #1
Mother: Is a boy? (Let child answer).

Child #1
No, is NOT a boy.

Child #1
Mother: is NOT a _________. (Let child answer).

Child #1
is a girl.

Child #1
is NOT a boy.

Child #1
is NOT a _________ (Let child answer).

GAME 3 - Continued

Child #1

Mother: Is ______ a boy? (Let child answer).

Child #1

No, ______ is NOT a boy.

Child #1

Mother: ______ IS a boy.

Child #1

Oh, you caught me. ______ IS a ______.

If other girls are in the group, repeat the same for each girl, Child #2, etc.

NOTE: If your child does not answer, say "Let's shake our head together. 'Yes, Judy is a girl." If she shakes her head, say "Very good, Judy is a girl." Then shake her hand.

DAY 4

GAME 4 -- Fun with NOT

Materials: None

Child #1
Mother: ☐ is a boy (girl).

Child #1
☐ is NOT a ________ (Let child answer).

Child #1
Mother: ☐ is NOT a teacher.

Child #1
☐ is NOT a ________ (Let child answer).

Child #1
Mother: ☐ is NOT a piano. Come on, let's be silly.

Child #1
☐ is NOT a ________ (Let child answer).

Mother: I am your mother.
I am NOT a floor.
I am NOT a ________. (Let child answer).

Play with other children in the group, repeating game with child #2.

NOTE: If the child says "I ain't no" or "You are not no," do not correct. Just casually repeat," _____ is not a," or "I am not a _____." Learning to think the negation is more important than exact words.

DAY 5

GAME 5 -- OR-IS-NOT

Materials: Trend Poster Dolls
Same as Days 1 and 2

Mother: (Point to a boy doll). Am I pointing to a boy OR am I pointing to a girl? (Let child answer).

Mother: Good, I am pointing to a boy.

Mother: (Point to a girl doll). Am I pointing to a boy OR am I pointing to a girl? (Let child answer).

Child #1

Mother: Is your name ______ OR is your name Albert? (Let child answer). Yes, your name is ______. Your name is NOT Albert.

Repeat with Child #2, etc.

Lay the dolls on the floor and place a crayon on top of three of them.

Mother: SOME of these children have a crayon and SOME do NOT have a crayon.

Child #1

Mother: ______, point to a doll where there is NOT a crayon.

Mother: Point to a doll where there IS a crayon.

GAME 5 - Continued

Mother: Point to SOME dolls where there IS a crayon.

Mother: Point to SOME dolls where there is NOT a crayon.

Mother: Point to a girl where there IS a crayon.

Mother: Point to a girl where there is NOT a crayon.

Mother: Show me a boy where there IS a crayon.

Mother: Show me a boy who does NOT have a crayon.

Mother: Show me SOME boys where there IS a crayon.

Mother: Show me SOME boys who do NOT have a crayon.

Mother: Point to SOME girls where there is NOT a crayon.

Mother: Point to SOME girls where there IS a crayon.

GAME 5 - Continued

DAY 6

Mother: Is Child #1 standing up OR is Child #1 sitting down? (Let child answer).

Mother: Good, Child #1 is sitting down. Child #1 is NOT standing up.

Mother: Are you a boy (girl) OR are you a cat? (Let child answer).

Mother: Good, you are a boy (girl). You are NOT a cat.

Mother: Am I your mother OR am I a tree? (Let child answer).

Mother: (Point to an object in the room). Is this your bed OR is this a chair? (Let child answer).

Continue with this game until your child is no longer interested in playing.

NOTE: If child should say cat or tree, smile and say, "I know you're teasing me."

DAY 7

GAME 6 SAME--DIFFERENT

Materials: None

Mother: Now we're going to play a DIFFERENT game with raising our hands and tapping our knees. Now watch carefully.

Mother: I'm raising my hand (raise, then lower hand). Now I raise my hand again. I just did the SAME thing. I raised my hand.

Mother: Now, I'm going to do something DIFFERENT. I'm going to tap my knee (tap your knee). See, tapping my knee (keep tapping) is DIFFERENT from raising my hand (raise hand).

Mother: Is tapping my knee (go through motion) DIFFERENT from raising my hand (go through motion)? (Let child answer).

Mother: Yes, they are different. Tapping my knee is not the same as raising my hand.

Mother: I am tapping my knee (tap your knee). Can you do the SAME thing?

Mother: Good, we are doing the SAME thing.

If needed, say, "Let's do it together," and try to encourage him to go through motion with you. Dramatize the act, very emphatically .

Mother: Child #1, can you do something that is NOT the SAME as tapping your knee?

Child #1

Mother: Good, ________ is (repeat what he is doing, e.g., stamping his foot).

[Stamping our foot] is NOT the SAME as tapping our knee.
[Stamping our foot] is DIFFERENT from tapping our knee.

Mother: Now, let's have some more fun with the words SAME and DIFFERENT.

Mother: Now, I'm stamping my foot.

Mother: Is stamping my foot the SAME as (repeat earlier act)? (Let child answer).

Mother: Stamping my foot is NOT the SAME as (repeat act). It is ________. (Give choice, "Same or different?").

NOTE: It will probably be necessary to give the choices SAME or DIFFERENT. Give the choice, SAME or DIFFERENT several times throughout the game and encourage children to shout out the correct choice.

MOTHER: Good, they are DIFFERENT.

Mother: O.K. Let's play a game doing the SAME things OR DIFFERENT things. Now watch me. Let's do the SAME thing. (Go through 3 or 4 different motions, e.g., roll hands, tap head etc., each time repeating, "Let's do the same thing.")

Mother: Now let's change the game. Now I'm rolling my hands. Can you do something that is NOT the SAME as rolling my hands? Something that is DIFFERENT. (Repeat with 3 or 4 examples). (Say, "Do something the SAME as what I'm doing" and switch to "do something DIFFERENT from what I'm doing now.")

NOTE: If there is more than one child in the group, let a child be leader. Also, if a child does not seem to want to play, say, "(name your own child) is sitting. I am rolling my hands." Such action by the mother might help bring the child into the game.

DAY 8

GAME 7--REVIEW WITH PICTURES

Materials: Appropriately drawn pictures or use of pictures from magazines.

(Place each picture on the floor).

Mother: (Point to picture of a boy). This is a boy. Is this a boy? (Let child answer).

Mother: Yes, this IS a boy.
Do you remember what we do when we point to a boy?
(Let child answer).
That's right, we tap our knee.

Mother: (Point to a picture of a girl). This is NOT a boy. Is this a boy? (Let child answer).

Mother: No, this is NOT a boy.
This is a _______. (Let child answer).

Mother: Is this a boy OR is this a girl? (Let child answer).

Mother: Good, this IS a girl.
What do we do when we point to a girl?
(Let child answer). Right, we raise our hand.

Mother: (Point to a boy sitting). Is this boy standing OR is this boy sitting? (Let child answer).
Good, this boy is sitting.

Mother: These are SOME boys. (Point very dramatically to each picture, back and forth, stressing the word SOME).

GAME 7 - Continued

Mother: Are these SOME boys or are these A boy? (Again, point very dramatically to each boy, back and forth. Let child answer).

Mother: Good, these are SOME boys.

Mother: Is a boy (point to picture) the SAME as a girl? (Let child answer).

Mother: No, a boy is NOT the SAME as a girl. They are _______. (Give choice "SAME or DIFFERENT" if necessary).

Mother: This boy is playing ball.

Mother: (Point to a different picture). This boy is _______. (Let child answer).

Mother: Are these boys doing the SAME thing? (Let child answer). No, they are doing something _______. (Give choice "SAME or DIFFERENT" if necessary).

Mother: This boy is eating (point to boy eating).

This boy is eating, too (point to another boy eating).

Are these boys doing something that is the SAME or are they doing something DIFFERENT? (Let child answer).

Mother: Yes, they are doing the SAME thing. This child is eating AND this child is eating.

Mother: (Point to a boy playing with ball). Is this boy playing with a ball OR is this boy sitting? (Let child answer).

Mother: Yes, this boy is playing with a ball. What is he doing? (Let child answer).

Mother: Yes, he is playing with a ball.

Mother: Is this boy playing with a ball (point to picture) doing the SAME thing as this boy (point to picture) who is eating? (Let child answer).

Mother: No, they are doing something _______. (Give choice "SAME or DIFFERENT" if necessary).

Mother: (Point to cowboy). This boy is eating. (Wait for child to answer). Oh, you caught me. He is NOT eating. He is _______ (Let child answer).

Mother: (Point to a boy). This is SOME boys. (Wait for child to answer). You caught me again. This is _______. (Give choice "A boy or SOME boys").

Mother: (Point to SOME boys). This is A boy. (Wait for child to answer). You really are catching me now. These are _____ _. (Give choice "SOME or A boys").

DAY 9

GAME 8--BEGINNING EMOTIONAL AWARENESS

Materials: Moods and Emotions Picture Set
(David C. Cook)

Mother: (Point to boy smiling). This boy is smiling. Is this boy smiling? (Let child answer).

Mother: Yes, (nod your head) this boy is smiling.

Mother: (Point to boy crying). This boy is NOT smiling. Is this boy smiling? (Let child answer).

Mother: No, this boy is NOT smiling.

Child #1

Mother: ☐ , you point to a picture of a child who is NOT smiling.

Mother: Good, this boy is NOT smiling.

Mother: Now show me a picture of a girl. (Let child point).

Mother: Good, this IS a girl. This is NOT a ________. (Let child answer).

*Child #1 (or 2)

Mother: ☐ , point to a picture of a boy who IS crying. (Let child point).

Mother: Good, this boy is crying.

Child #1 (or 2)

Mother: ☐ , show me a boy who is NOT crying. (Let child answer).

* You can call on the same child or a different child. Let each child in the group have a chance.

Mother: Good, this boy is NOT crying. He IS ________. (Let child answer).

GAME 9 IF--THEN--NOT

Mother: IF Child #1 is a boy (girl), THEN Child #1 is NOT a ________. (Let child answer).

Mother: IF your name is Child #1 (or 2), THEN your name is NOT ________. (Let child answer).

Mother: IF your name is Child #1, THEN you may NOT jump now.

Mother: May Child #1 jump now? (Let child answer).

Mother: No, Child #1 can NOT jump now.

Mother: Now, if your name IS Child #1, you MAY jump. May Child #1 jump now? (Let child answer).

Mother: Now you may jump, Child #1.

Mother: IF you are a girl, THEN you are NOT a ________. (Let child answer).

Mother: IF you are eating, THEN you are NOT ________. (Let child answer).

GAME 9 - Continued

Mother: IF I am crying, THEN I am NOT __________. (Let child answer).

Mother: IF I am laughing, THEN I am NOT __________. (Let child answer).

Mother: IF I am standing, THEN I am NOT __________. (Let child answer).

Call on child

Mother: O.K., Now, __________, roll your arms like this (roll arms). IF you are rollings your arms, THEN you are NOT __________. (Let child answer).

Mother: Now think of something DIFFERENT to do.

IF you are (state what child is doing) THEN you are NOT __________. (Let child answer).

DAY 10

GAME 9 HAPPY--SAD, SAME--DIFFERENT

Materials: Moods and Emotions Picture Set

Mother: This child is smiling. He feels happy. This boy is NOT smiling. He feels sad. Can you show me a happy face? (Let child show happy face).

Mother: Can you show me a sad face? (Let child show sad face).

Mother: (Point to happy boy). Do this boy and (point to sad boy) this boy have the SAME feelings OR do they have DIFFERENT feelings? (Let child answer).

Mother: Yes, they have DIFFERENT feelings. They do NOT feel the same way.

Mother: If this boy is laughing (make sound) then is he happy OR is he sad? (Let child answer).

Mother: Yes, he is happy.

Mother: If this boy (point to different boy) is laughing, then is he happy OR is he sad? (Let child answer).

Mother: Yes, he feels happy. This boy (point to picture) and this boy (point to picture) both feel happy. Do this boy and this boy feel the SAME way, OR do they have DIFFERENT feelings? (Let child answer).

Mother: Yes, they both feel the SAME way.

Mother: This boy and this boy are crying. They both feel sad. Do they feel the SAME way or a DIFFERENT way? (Let child answer).

Mother: Yes, they both feel the SAME way. They feel ________. (Let child answer).

NOTE: If child answers incorrectly, simply repeat that a smiling child feels happy and a crying child feels sad. Ask the question again.

FOR MOTHER

To Think About: I

Feelings and Point of View

(This and other sections labeled For Mother are provided as supplements to the formal day by day script the mother performs with her child at home. Each separate supplement is placed in the script after appropriate formal lessons. If group discussions are being held the group leader can stimulate discussion based on the content of these supplements. If a mother is using this script herself, she can read through these supplements to stimulate her thinking about her work with her child).

Purpose: To think about ways people feel from more than one point of view.

1. What does your child do or say to make you feel
    - a) happy
    - b) sad
    - c) angry
2. Why does (action or statement stated above) make you feel
    - a) happy
    - b) sad
    - c) angry
3. What do you do or say that might make your child feel
    - a) happy
    - b) sad
    - c) angry
4. Why does (action or statement stated above) make you feel
    - a) happy
    - b) sad
    - c) angry

DAY 11

GAME 10--AND

Materials: Picture #9 from My Community Set (Policeman)
Picture from Helping and Sharing Set (2 girls marching)

Mother: (Point to policeman). This is a picture of a man. He is wearing a policeman's hat. He is wearing a hat AND ________ (Let child answer).

Mother: What else can you say about this man? (Let child answer).

Mother: He is a man AND he is wearing a hat, AND he is ________ (Let child answer).

Mother: He is wearing a hat AND he is wearing ________. What else is he wearing? (Let child answer).

Mother: Yes, he is wearing a hat AND he is wearing a (repeat child's answer) AND a ________ (Let child answer).

Mother: He is leaning over AND he is talking to ________ (Let child answer).

Mother: There are lots of things we can say about this man. He is a man AND he is wearing a hat AND he is wearing ________ AND ________ AND ________ AND he is leaning over and he is talking to some children.

NOTE: Raise your arms similar to an orchestra leader every time you say the word AND. Encourage your child to shout the word AND with you.

Mother: The policeman is NOT walking. He is NOT ________ (Let child answer).

Mother: Good, he is NOT ________ (repeat what child said).

Put policeman picture away and put out picture of two girls marching .

GAME 10 - Continued

Mother: (Point very dramatically to both girls). Are these SOME girls OR are these A girl? (Let child answer).

Mother: Yes, these are SOME girls. Are they doing the SAME thing OR are they doing something different? (Let child answer).

Mother: Yes, they are doing the SAME thing.

Mother These are pictures of girls. They are marching. They are marching AND ________. (Let child answer).

Mother: They are marching AND (repeat child's answer) AND ________. What else can you say about these girls? (Let child answer).

Mother: These girls are not sitting. They are NOT ________. (Let child answer).

Mother: Good, they are NOT (repeat what child said).

Mother: Can you think of something else these girls are NOT doing? (Let child answer).

Mother: Good, they are not (repeat what child said).

DAY 12

GAME 11--HAPPY--SAD (HOW CAN WE TELL?)

Materials: Penny
Pencil
Picture #8 from Social Development Set-
Singing Together

Mother: Is this a penny? (Let child answer).

Mother: You can tell because you can see it with your eyes. How can you tell? By seeing with your ________ (Point very dramatically to your eyes).

Mother: Now close your eyes. (Hide a pencil behind your back). Do I have a pencil OR a key in my hand? (Let child answer). You can NOT tell because now you can NOT see with your eyes.

Mother: O.K., now open your eyes. (Show pencil). Now tell me what this is. (Let child answer).

Mother: How can you tell? You can see it with your ________ (Point to your eyes, very dramatically, and let your child say "eyes").

Take out picture #8 from Social Development Set-Singing Together .

Mother: A boy can be happy. A boy can be sad. (Point to a boy in the picture). Do you think this boy is happy OR do you think this boy is SAD? (Let child answer).

Mother: How can you tell? (Let child answer).

Mother: He is laughing. We can tell another way too. By seeing with our eyes. How can we tell? By seeing with our ________ (Point to your eyes, very dramatically, and let child say "eyes").

Mother: IF he is smiling (laughing) is he happy OR is he sad? (Let child answer).

GAME 11 - Continued

Mother: Yes, he is happy. If a boy is happy, then he is NOT sad.

Mother: These children are all stretching. Are they doing the SAME thing OR are they doing something DIFFERENT? (Let child answer).

Mother: Yes, they are all doing the SAME thing. They are all stretching.

Mother: They are all smiling. They all feel __________. (Give choice "happy or sad").

Mother: Yes, they all feel happy. Do they all feel the SAME OR do they feel a DIFFERENT way? (Let child answer).

Mother: Yes, they all feel the SAME way.

Mother: How can we tell they are happy? (Let child answer).
(If child says they are laughing, follow with : "How can we tell they are laughing? We can see with our eyes." Point to eyes).

DAY 13

GAME 12--MORE HOW CAN WE TELL?

Materials: None

Mother: Let's talk about our eyes some more. Show me your eyes. (Point to your eyes.) We can see with our eyes. What can we do with our eyes? (Let child answer).

Mother: Yes, we can see with our eyes.

Mother: Now close your eyes. Keep them closed. Cover your eyes with both hands. Can you see with your eyes now? (Let child answer).

Mother: No, you CANNOT see with your eyes when they are closed.

Mother: Now open your eyes. Can you see with your eyes now? (Let child answer).

Mother: Yes, you can see with your eyes when they're open.

Mother: Now let's talk about our ears. (Point to your ears). We can hear with our ears. What can we do with our ears? (Let child answer).

Mother: Yes, we can hear with our ears.

Mother: Can we SEE with our ears? (Let child answer).

Mother: No, we CANNOT see with our ears.

Mother: What CAN we do with our ears? (Let child answer).

GAME 12 - Continued

Mother: Yes, we can hear with our ears. Can we hear with our eyes? (Let child answer).

Mother: No, we CANNOT hear with our eyes. What CAN we do with our eyes? (Let child answer).

Mother: Yes, we can SEE with our eyes.

Mother: I am laughing. (Demonstrate). Am I happy OR am I sad? (Let child answer).

Mother: How can you tell I'm happy? (If response is, "You're laughing," say, "How can you tell I'm laughing?") Did you SEE me with your eyes? (Let child answer). Did you hear me with your ears? (Let child answer).

Mother: Yes, you can tell 2 ways. One way you can tell I'm happy is to see me with your eyes. You can SEE I'm laughing. Way number 2 (show 2 fingers) you can tell I'm happy: You can hear me laughing with your ears.

DAY 14

GAME 13 - MORE HOW CAN WE TELL

Materials: None

Mother: My eyes can _______ (point to eyes).
My ears can _______ (point to ears).
Do my eyes and ears do the same thing? (Let child answer).

Mother: No, they do NOT do the SAME thing.
They do DIFFERENT things.

Mother: What can my eyes do that my ears CANNOT do?
(Let child answer).
Yes, my eyes can see.
My ears CANNOT _______ (Let child answer).

Mother: What can my ears do that my eyes CANNOT do?
(Let child answer).
Yes, my ears can hear.
My eyes CANNOT _______. (Let child answer).

Cover face with a big book or sheet of paper and laugh very dramatically.

Mother: Am I happy or am I sad? (Let child answer).

Mother: How can you tell? (Mother keep book covering your face).
If response is, "You're laughing," say, "How can you tell I'm laughing?"

Mother: Can you see me? (Let child answer).

Mother: No, you CANNOT see me with your eyes.
Can you hear me with your ears? (Let child answer).

GAME 13 - continued

Mother: Yes, you can hear me with your ears. O.K.--(Mother take away book now).

Mother: Now we have two (Show 2 fingers) ways to find out if someone is happy. One is to (point to eyes) see with our eyes.

Mother: What's one way? To see with our ______. (Let child answer). To _______ (Keep repeating, very slowly, until children say "eyes").

Mother: Way #2 is to hear with our ______ (Point to your ears). Way #2 is to ____ ____ ____ ____ (Keep repeating very slowly, until children say, "Hear with our ears.")

Mother: What's way #1? To (point to eyes) ____ ____ ____ ____.
Way #2? To (point to ears) ____ ____ ____ ____.

If children do not say both on their own have them cover their eyes, laugh and repeat process.

Mother: Can anyone think of a third way to find out if I'm happy? Way #3? (Continue until group runs out of ideas).

NOTE: If child says "ask him," act it out. "Johnny, are you happy?" etc. If irrelevant response is given, just say maybe and ask for another idea.

FOR MOTHER

To Think About: II

Information Gathering

Purpose: To think about more than one way to find out how someone feels and to develop a greater sensitivity to the feelings of others.

1. How can you tell that your child is feeling the way he is?

   How else?

   How can you find out how he is feeling?

2. How can you get your child to find out how you are feeling?

DAY 15

GAME 14 - MORE HOW CAN WE TELL

Materials:
Hayes, Our Pets
Fun with faces - Family Puppets

Mother: (Use dog and cat pictures).
Do you know what this is? (Let child answer).

Mother: Right, a dog.

Mother: Do you know what this is? (Let child answer).
Right, a cat.

Mother: If you could choose a dog (point) OR a cat (point) to play with--that means you can only choose one (show one finger), which one would you choose,

Child #1
☐? (Let child answer). You would

choose the (repeat what child said and point to picture).

Terry:* (Mother places a boy puppet face over her face and says,: "Hi, I'm Terry." Use character voice of Terry) I would choose the (whatever child chose). You chose the _______. I chose the _______. Did we choose the SAME thing OR something DIFFERENT? (Let child answer).

Terry:* Yes, we chose the SAME thing. You chose the _______. AND I chose the _______.

Nancy:* (Place the girl puppet over your face). Hi, I'm Nancy. (Change voice). I choose the (whatever child did not choose). You chose the _______.

---

* Whenever a name appears other than Mother, mother speaks in character voice of puppet brought to the game.

GAME 14 - continued

Did we choose the SAME thing OR did we choose something DIFFERENT? (Let child answer).

Mother: Yes, you and Nancy chose something different. You chose the ______. Nancy chose the ______. You and Nancy chose DIFFERENT things. Different people chose different things. Is is O.K. for different people to choose different things? (Let child answer).

Mother: Yes, it is O.K. for different people to choose different things. Did everybody (hold up the 2 puppets) choose the SAME thing? (Let child answer).

Mother: No, you chose ______ things (Let child answer).

If more than one child is playing, ask each child what they would choose. Ask if they chose the same things as your 4-year old or something different, reminding them what each child chose.

Mother: (Take out parrot picture). Child #1 or #2 ______, would this parrot make Terry (Puppet face) happy? (Let child answer).

Mother: MAYBE yes and MAYBE no. How can we find out? (Let child answer.)

Mother: Let's ASK him. Terry, would a parrot make you happy? (Place Terry in front of your face and say, in voice of Terry) "Yes, a parrot would make me happy."

Mother: (Take puppet face away). We found out if the parrot would make Terry happy because we ASKED him. What did we do? We ______. (Let child answer.)

GAME 14 - continued

If child does not say ask, repeat, "We asked him," then say again, "What did we do?"

Mother: We have two ways to find out if a parrot would make Terry happy. We ASKED him, AND we heard him tell us with our _______ (point to ears.)

Mother: How did we ASK? We said, would a parrot make you happy?

Mother: (Talk to Nancy puppet, held in your hand). Nancy, would a parrot make you happy? (Place Nancy in front of your face and say, in voice of Nancy): "No, a parrot would NOT make me happy."

Mother: (Take puppet face away). Oh, a parrot would make Terry happy. A parrot would NOT make Nancy happy. Different children like different things.

Mother: (To child) If you could choose this parrot OR this pony, and you could only choose one, which one would you choose? (Let child answer).

Mother: You would choose the _______. Which one do you think I would choose? How can you find out? Can you ASK me? (Let child ask, then answer him).

NOTE: If child does not ask but gives an answer, e.g., the parrot, follow with, "No, I would choose the pony. See, you had to ask me."

IF THERE IS MORE THAN ONE CHILD IN THE GROUP, PLAY THE FOLLOWING GAME ALSO.

Mother: (Use rabbit and parakeet pictures). Do you know what this is? (Let children answer).

GAME 14 - continued

Mother: Yes, a rabbit.
Do you know what these (point to birds) are?
(Let child answer).

Mother: Yes, these are SOME birds.

Child #1

Mother: , if you could choose a rabbit or a bird--that means you can only choose one (show one finger), which one would you choose?

Child #1

would choose the (repeat what child said and point to picture).

If more than one child is playing:

Child #2

Mother: (Ask next child) , which one would you choose?

Ask each child in the group what he would choose.

Point out if different children choose different things, e.g., "Some children choose the SAME things and some children choose different things."

DAY 16

GAME 14--continued

Materials: Transportation Set

Repeat previous game #14, using the transportation pictures.

FOR MOTHER

To think About: III

Preferences of Different People

Purpose: To appreciate that different people like different things and to think about ways to find out other people's preferences.

1. Let's think about our likes and dislikes.
    - a) What foods do you like?
    - *b) Do you know anyone who does not like _____?
    - c) What foods do you not like?
    - *d) Do you know anyone who does not like _____?
2. Repeat question 1 with TV shows.
3. How can you find out what your friend (or other mother in group) likes and does not like?
4. How can you find out what your child likes and does not like?
    - a) Can you think of a time when you found out by hearing what your child said? Can you describe it?
    - b) Can you think of a time when you found out by watching what your child did? Can you describe it?
    - c) Can you think of a time when you found out by asking him?

---

* If group discussion is being held, ask each mother in the group and point out the differences in preferences.

DAY 17

[If more than one child is playing]*

[If one child is playing, use pp. 38-40]

GAME 15 - DO YOU LIKE

Materials: None

Mother: Today we're going to think of ways to make other children feel happy. O.K. Are you ready?

Mother: Let's think of all the ways we can, you know, all the things we can DO or SAY to make

Child #1 ☐ happy. Anybody have an idea?

(Let children answer).

Mother: MAYBE that would make Child #1 ☐ happy.

MAYBE that would NOT make Child #1 ☐ happy.

Can someone ask him (her) if that would make him (her) happy?

IF child answers YES:

Mother: That's one way to make Child #1 ☐ happy.

Now let's think of a different way to make

Child #1 ☐ happy. Way number two. (Let children answer.)

---

* You may wish to play the game with puppets even if more than one child is present (see pp. 38 to 40).

GAME 15 - continued

IF child answers NO:

Child #1

Mother: Oh, that idea did not make happy.

We'll have to think of something DIFFERENT.

If child says YES to both ideas:

Child #1

Mother: Now we have two ways to make happy.

(Repeat first idea) AND (repeat 2nd idea).

Mother: Now we're going to play a game called Do You Like? Asking Do You Like is one way to find out what makes people happy.

Child #1

Mother: , do you like to build with blocks?

(Let child answer). Do you like to run? (Let same child answer). Do you like ice cream? (Let same child answer).

IF the child says "yes" to all 3, say:

Child #1

Mother: likes blocks AND running AND ice cream.

Different things make the SAME child happy.

Mother: Who does NOT like to build with blocks?

If a child answers, say:

Child #2

Mother: does not like to build with blocks.

GAME 15 - continued

Mother: Child #1 ☐ does like to build with blocks.

Everybody does NOT like the SAME thing.

Mother: Child #1 ☐, does Child #2 ☐ like dolls?

(Let child answer). Can you ask him (her) if he (she) likes dolls? Go ahead and ask.

Mother: Do you (to first child) like dolls?

If both children said yes:

Mother: Both of you like dolls.
Both of you like the ________ thing. (Give choice of "same or different" if necessary).

If one child says yes and one child says no:

Mother: One of you (use child's name) does like dolls.
One of you (use child's name) does not like dolls.
Different children like different things.
We have to find out what other people like.

[If you do not wish to play the game on pp. 38-40, your next game appears on pp. 41-44.]

DAY 17
[If playing with one child]

[For more than one child, use pp. 35-37]

GAME 15 - DO YOU LIKE

Materials: Fun with Faces (Puppets)

Mother: Today we're going to think of ways to make other children feel happy. O.K. Are you ready?

Mother: Let's think of all the ways we can, you know, all the things we can DO or SAY to make Terry (puppet) happy. (Mother, hold Terry in front of you.)
To child: Do you have an idea? (Let child answer).

Mother: MAYBE that would make Terry happy. MAYBE that would NOT make Terry happy. Can you ask him?

Terry: (Mother, use character voice of Terry). Yes, (repeat child's idea) would make me happy.

Mother: That's one way to make Terry happy. Now can you think of a different way to make Terry happy? Way #2. (Let child answer).

Terry: (In front of mother's face) No, (repeat idea #2) would NOT make me happy.

Mother: Oh, that idea did not make Terry happy. You'll have to think of something DIFFERENT.

Mother: Now we're going to play a game called DO YOU LIKE. Asking DO YOU LIKE is one way to find out what makes people happy.

GAME 15 - continued

Child #1

Mother: ☐, do you like to build with blocks?

(Let child answer). Do you like to run? (Let child answer). Do you like ice cream? (Let child answer).

If your child says YES to all 3, say:

Mother: You like blocks AND running AND ice cream. Different things make the SAME child happy.

Mother: (Pick up Terry and talk to him as if you were a ventriloquist). Terry, do you like to build with blocks?

Terry: (Mother, use character voice of Terry). No, I do NOT like to build with blocks.

Mother: You like to build with blocks. Terry does Not like to build with blocks. You and Terry do NOT like the SAME thing.

Mother: (Pick up girl puppet Nancy).
(To child) Does Nancy like dolls? (Let child answer).
Can you ask her if she likes dolls? Go ahead and ask her.

Nancy: (Mother, in voice of Nancy). Yes, I do like dolls.

Mother: (To child): Do you like dolls?

If child says Yes:

Mother: You like dolls.
Nancy likes dolls.
You and Nancy like the __________ thing. (Give choice "same or different," if necessary).

GAME 15 - Continued

If child says No:

Mother: You do not like dolls.
Nancy does like dolls.
Different children like different things.
We have to find out what people like.

DAY 18
[For more than one child]

[For one child, use pp. 45-46]

GAME 16 - MORE IF--THEN--MAYBE - EMOTIONAL REACTIONS

Materials: None

Child #1

Mother: , can you show me a happy face?

(If child does not respond, say: "Let's make a happy face together.")

Child #1 (or #2)

Mother: , can you show me a SAD face?

Mother: We know two ways people can feel. One way (show one finger) is HAPPY. (Imitate happy). Way number two (show two fingers) is SAD. (Imitate sad). There is way number three (show 3 fingers). MAD. (Imitate MAD).

Mother: MAD and angry are the SAME feeling. (Again, imitate an angry look).*

Mother: Let's make up a story. Let's pretend we know that

Name Child #1 Name Child #2

likes cookies. If

let her have a cookie, would that make Child #1

happy? (Let children answer).

---

* If you prefer, substitute the word angry for mad from this point on.

GAME 16 - continued

Mother: Yes, that might make Child #1 happy. How might Child #1 feel if Child #2 would NOT let her have a cookie? (Let children answer).

Mother: Yes, he might feel sad (or mad).

Mother: Now let's pretend Child #1 had a cookie in her (his) hand and Child #2 snatched it from her (him) and ate it. (Imitate snatching motion). How might that make Child #1 feel? (Let children answer).

Mother: Maybe that would make Child #1 feel MAD (show expression). Let's find out. Child #1, if Child #2 snatched a cookie from you, how would that make you feel? (Let child answer).

Mother: See, we asked her and we found out how she would feel. She told us she would feel (repeat child's answer) and we heard her tell us with our _______ (point to ear).

Mother: (Give two children a cookie or a toy.) O.K., now Child #1, this is just a game. You snatch

GAME 16 - continued

the cookie (toy) from Child #2.

Mother: (To second child) Child #2, how do you feel about that? O.K., now Child #1 give the cookie (toy) back to Child #2. Child #2, how do you feel now? (Let 2nd child answer).

Mother: Let's pretend that Child #1 lost his dog. Child #1, can you look sad? How does Child #1 look? (Let child or children answer).

Mother: How might Child #1 feel if he found his dog again? If his dog came back to him? (Let children answer).

Mother: Yes, he would probably feel happy.

Mother: Now, let's pretend Child #2 found that dog and would not give it back to Child #1. How might

GAME 16 - Continued

Child #1
that make ☐ feel? (Let children answer).

Mother: Maybe that would make him feel mad and maybe that would NOT make him feel mad. How can we find out?

Child #1 Child #2
Mother: Let's ASK him. ☐, ☐ will NOT give you your dog back. How would you feel? (Let child answer).

Mother: We found out by ASKING him.

Child #2
Mother: Let's pretend it is real cold out and ☐ does not have any mittens. So he took YOURS (point to another child.) Would you feel happy or mad? (Let child answer).

Child #1 (or #2)
Mother: What would make you mad, ☐?

(IF child does not answer). "Would it make you mad if someone broke your cookie and ate it?" (Let child answer). "Would it make you mad if someone scribbled on your painting?" (Let child answer).

If you are playing with more than one child, turn to pp. 47-48 for your next game.

DAY 18
[For one child]

[For more than one child, use pp. 41-44]

GAME 16 - MORE IF--THEN--MAYBE - EMOTIONAL REACTIONS

Materials: Fun with Faces Puppets

Mother: (To child.) Can you show me a happy face? (If child does not respond, say: "Let's make a happy face together.")

Mother: (To child.) Can you show me a SAD face?

Mother: We know two ways people can feel. One way (show one finger) is HAPPY. (Imitate happy). Way #2 (show two fingers) is SAD. (Imitate sad). There is way #3 (show three fingers). MAD. (Imitate MAD).

Mother: MAD and angry are the same feeling. (Again, imitate an angry look). *

Mother: Let's make up a story. Let's pretend we know that Terry (puppet) likes cookies. If you let him have a cookie, would that make Terry happy? (Let child answer).

Mother: (To Terry) Would it make you happy if he (she) gives you a cookie?

Terry: (Mother, in voice of Terry). Yes.

Mother: Yes, that would make Terry happy. How might Terry feel if you would NOT let him have a cookie? (Let child answer).

---

* If you prefer, substitute the word angry for mad from this point on.

Game 16 - continued

Mother: Yes, he might feel sad (or mad).

Mother: Now, let's pretend Terry has a cookie in his hand and you snatched it from him and ate it. (Imitate snatching motion). How might that make Terry feel? (Let child answer).

Mother: Maybe that would make Terry feel MAD (show expression). Let's find out.

Name of your child

Mother: (To Terry) Terry, if ______ snatched a cookie from you, how would that make you feel?

Terry: (Mother, in voice of puppet) MAD.

Mother: See, we asked him and we found out he would feel mad. AND, we heard him tell us with our ________(point to ear).

Mother: Let's pretend it is real cold out and Terry does not have any mittens. So he took yours. Would you feel happy or mad? (Let child answer).

Mother: What else would make you mad?

(If child does not answer)

Mother: Would it make you mad if someone broke your cookie and ate it? (Let child answer).

Mother: What else would make you mad? (Let child answer).

Mother: What would make you feel happy? What else? (Let child name as many things as he can).

DAY 19

GAME 17 - WHY--BECAUSE

Materials:
Picture #6 from Social Development Set - Playing Together
Picture #4 from Social Development Set - Girl Falling Off Bike

Mother: (First, use Picture #6, Playing Together). Does this boy feel happy OR does he feel sad? (Let children answer).

Mother: How can you tell? (IF child says "He is smiling" say,) How can you tell he is smiling? We can see him with our (point to eyes).

Mother: Why is this boy happy? MAYBE BECAUSE ______________. (Let children answer).

Mother: He MIGHT be happy BECAUSE (repeat what child said).

Mother: The idea of this game is to think of lots of reasons WHY he might be happy. He might be happy because (repeat first reason) OR ____________. Can anybody think of a DIFFERENT BECAUSE?

NOTE: Continue until group (or child) runs out of reasons. If a child says he is sad, ask why. He may have a logical thought, for example, "The ball hit him in the eye."

From now on, if an answer is opposite from what you expect, always ask "why."

It is important that when you ask the next child (or same child) for a "different because" that you repeat the first child's answer and say, "that might be why, now the idea of the game is to think of lots of becauses." In this way, the children do not think that this answer was incorrect, but learn that more "becauses" are needed to play the game.

GAME 17 - continued

Mother: (Use picture #4 from Social Development - Girl Falling off Bike). "How is this girl feeling? ("HAPPY" or "SAD" if necessary) (Let child answer).

Mother: How can you tell? (If "She is crying" is given, ask, "How can you tell she is crying--we can __________." (point to eyes).

Mother: Why is she sad? (Let children answer).

Mother: Why did she fall off her bike? Because __________.

Mother: That's one because. Let's think of lots of DIFFERENT BECAUSES.

Mother: (Call on same child again or a different child). Do you have a DIFFERENT BECAUSE? (Keep going until children run out of ideas. Encourage children to look at the whole picture for ideas).

Mother: What can this boy (in picture) DO or SAY to make her feel happy? (Let children answer).

Mother: That's one way. Can anybody think of way #2? Let's think of lots of ways to help her feel better.

DAY 20

GAME 18 - MORE INFORMATION GATHERING AND INDIVIDUAL PREFERENCES

Materials:
Picture #9 from Food and Nutrition Set (Fruits)
FUN WITH FACES if one child is playing.

Child #1

Mother: ☐, if you could choose one (show one finger) of these fruits to eat, and only one, which one would you choose? (Let child answer).

Mother: Why would you choose the ________? (Repeat child's choice).
Because ________. (Let child answer).

Child #2 or Terry* (puppet)

Mother: (To second child or puppet) ☐, would you choose the SAME fruit that (first child) chose, OR would you choose something DIFFERENT? (Let child or puppet answer).

Ask each child in the group what he would choose and point out those who choose the SAME thing and those who choose DIFFERENT things.

Child #1

Mother: ☐, is there something here that you do NOT like? (Let child answer).

Mother: You do not like ________. Is there anything else you do NOT like? (Let child answer). You do NOT like ________.

* If your child is a girl, you may wish to use the girl puppet.

GAME 18 - Continued

Mother: (To same child) Do you like apples? (Let child answer).
Do you like oranges? (Let child answer).
Do you like bananas? (Let child answer).
Do you like watermelon? (Let child answer).
Do you like grapes? (Let child answer).

Child #1

Mother: ☐, can you find out what

Terry
Child #2 or (puppet)

☐ likes? (If necessary, say "Can you ask him?")

Have each child ask another child or puppet "Do you like?" one of the fruits.

DAY 21

GAME 18 - continued

Materials:
2 or 3 pictures from Food and Nutrition Set
#7 from My Community Set--Sick in Bed

Repeat preferences game on previous pages with other pictures from Food and Nutrition Set. Point out SAME and DIFFERENCES in choices.

Take out Sick in Bed Picture.

Mother: How does this girl feel? (Let child answer).

Mother: How can you tell? You can see with your (point to eyes).

Mother: If you were sick in bed, would you feel happy OR would you feel sad? (Let child answer).

Mother: Why do you think that this girl (point to picture) might feel happy? Because __________ (Let child answer).

Mother: That's one reason she might be happy. Can you think of a DIFFERENT reason, a DIFFERENT BECAUSE? (Let child answer). (Keep asking for more reasons).

If any of your children said he'd feel sad, ask "Why would you feel sad to be sick in bed?"

DAY 22

GAME 19

Read Story, Will I Have a Friend? At appropriate places, when laughing, etc. is mentioned, ask how child in the story feels and why. Add at appropriate place, especially after the line:

Mother: Sarah was telling Margaret a secret.

Jim looked at them.

Where was his friend?

ADD

You know, Jimmy really wants a friend.

Nobody wants to play with him.

How does Jim feel now?

(Let child answer.)

Why do you think he feels ____________?

FOR MOTHER

To Think About: IV

More Information Gathering

Purpose: To think about how to find out the facts concerning what happened in a problem situation.

Let's say your child comes in and says another child hit him.

What's the first thing you say or do?

Then what happens? What does the child say or do?

And then? Is anything said or done?

1. Now let's think about this again - When the child first says someone hit him, what are the facts as the child sees them? How can you find out how the child views the facts? What questions can be asked?
2. What are the facts as you see them?

   By listening to him, what exactly did he say?

   How was he feeling as he tells you someone hit him? How could you tell? Can you think of more than one way you could tell how he feels?
3. Do the facts differ as you and your child see them?
4. What kinds of questions can you ask your child to find out all the facts?
5. What did the child do when he was hit?

   Why did he do what he did?

   How can you find out why he did what he did?
6. Why did you say or do what you did?

   Any other reason?

Now look at two examples of dialogues between a mother and her child (see next page).

Two Examples

Child. Mommy, Tommy hit me.

Mother. Hit him back.

C. But I'm afraid.

M. You've got to learn to defend yourself.

C. O.K. Mommy.

C. Mommy, Tommy hit me.

M. Why did he hit you?

C. (crying) I don't know.

M. I see it made you sad. What were you and Peter doing when he hit you?

C. Playing.

M. When he hit you, what did you do next?

C. Nothing.

M. Why did you do nothing?

C. I kicked him.

M. Before or after he hit you?

C. After.

M. O.K., you kicked him. I see.

C. Mommy, I called him a dummy.

M. When?

C. Before.

M. Is that why he hit you?

C. Yea!

Now let's think about these dialogues.

1. In what way are the dialogues in example 1 different from example 2?
2. Which mother was more effective? Why?
3. What facts were in the story that mother #1 may have never found out that mother #2 did find out?
4. How did mother #2 find them out?
5. What else might you say to find out your child's feelings?

Mother #2 got her child's point of view and encouraged him to think about the facts. Her questions were not threatening and her child was not afraid to tell her he hit first.

DAY 23
[For more than one child]

[For one child, use page 55]

GAME 20 - WHAT MIGHT HAPPEN NEXT?

Materials: None

Mother: Let's make up a story together and I'll help you.

Let's pretend Child #1 scribbled on Child #2's painting, and Child #2 did not like that. How might Child #2 feel, happy or mad? (Let child answer).

Mother: Yes, she might feel (repeat child's answer). Why might she feel this way? Because ________________.

Mother: We know that Child #2 would feel mad.

Let's make up what might happen next in the story.

What might Child #2 do or say next?

Remember Child #1 scribbled on Child #2's painting (make scribbling motion with arm). What might

GAME 20 - continued

Child #2 do about this? (Let child answer).

Mother: That's one thing he (she) might do. IF Child #1 scribbles on Child #2's painting, then Child #2 MIGHT (repeat child's answer). What else might Child #2 do or say if someone scribbled on her painting? (Let child answer).

Mother: Now we have two things that might happen. ___________ AND _________. Can you think of anything else that MIGHT happen?

Anything Child #2 might DO? Might SAY?

If more than one child is playing, turn to page 55 for your next game.

DAY 23

[For one child]

[For more than one child, use pages 53-54]

GAME 20 - WHAT MIGHT HAPPEN NEXT?

Materials: Fun With Faces (Puppets)

Mother: Let's make up a story together and I'll help you. Let's pretend you scribbled on Terry's* painting and he (she) did not like that. How might he (she) feel, happy or mad? (Let child answer).

Mother: Why might he (she) feel __________ (repeat child's answer). Because ____________ (Let child answer).

Mother: We know that Terry would feel _________. Let's make up what might happen next in the story. What might Terry do or say next? Remember, you scribbled on his painting (make scribbling motion with arm). What might Terry do about this? (Let child answer).

Mother: That's one thing he might do. If you scribbled on Terry's painting, THEN he MIGHT _________ (repeat child's answer).

Mother: What else might Terry DO or SAY if you scribbled on his painting? (Let child answer).

Mother: Now we have two things that might happen. _________ AND _________. Can you think of anything else that MIGHT happen? Anything else Terry might DO? SAY?

* You can use another puppet for variety if you like.

DAY 24

GAME 20 - continued

(All groups - For one or more than one child)

Materials: 2 boys from Helping and Sharing Set

Mother: Let's pretend Karl*(name of child in picture) (point to Karl) said to Larry (name of other child in picture) (point to Larry) "You're a crybaby!" How might Larry feel? Happy or mad? (Let child answer).

Mother: Yes, he might feel mad.

Mother: Why might Larry feel mad? Because ______________. (Let child answer).

Mother: We know that Larry would feel mad. Let's make up what might happen next in the story. What might Larry do or say next? Remember, Karl called Larry a crybaby. What might Larry do about this? (Let child answer).

Mother: That's one thing that might happen. If Karl calls Larry a crybaby, THEN Larry MIGHT (repeat what child said).

Mother: Can you think of something else that Larry might do or say? (Let child answer).

Mother: He might (repeat first answer) OR he might (repeat second answer). Now we have two things that might happen. Can you think of something different that might happen? (Let child answer).

(See next page and continue on same day).

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* You can give the boys in the picture any name you wish, or let the child give them names.

DAY 24 (continued)

GAME 21 - ALLIE STORY - PART I (Emotional Feelings)

Materials: Alligator Puppet

Using the alligator hand-puppet, tell the following story.

I am Allie the alligator. I have no legs. I cannot run and play with the children. I wish I could run and play with the children.

How does Allie the alligator feel? (Let child answer).

Why does he feel sad? (Let child answer).

Because, __________. (Let child answer).

One day, a big whale saw Allie crying. He said, "Allie, why are you so sad?" Allie said, "Because I cannot run fast and play with the children."

The whale said, "But you can swim. You can swim faster than all the other alligators. All the other alligators want you to play with them. They like you very much." Allie smiled and laughed.

How does Allie the alligator feel now? Yes he feels happy. Do you remember how he felt before? Yes, he felt sad before. See, before he was sad, and now he's happy. He feels different now.

Allie the alligator swam with the other alligators and he showed them all how to swim very fast.

DAY 25

GAME 21 - Continued ALLIE STORY - PART II (How Can I Find Out)

Materials: Whale Puppet and Alligator Puppet

Mother: Here's Allie again--Remember yesterday we found out that Allie loves to swim. How did he feel when he was swimming yesterday. (If necessary say, "Did he feel happy OR did he feel sad?")

Mother: Yes, he felt very happy because he loves to swim. He's a very fast swimmer, too.

Allie: I've been swimming all morning. This morning some of my friends asked me to swim with them and I said yes. They know I love to swim.

Mother: With Allie on one hand and the whale puppet on the other, continue as follows, slowly entering the whale from the side.

Allie: Here comes one of my friends Whipple the Whale. He loves to swim, too.

Whipple: Hi Allie. We sure had fun swimming this morning. We both love to swim, don't we? Let's go swimming now again. That would make me very happy.

Allie: (Pull Allie's mouth in, so he looks sad, hold head down, and hold a minute)

Whipple: What's the matter, Allie, why do you look so sad? I thought it would make you happy if I asked you to swim.

GAME 21 - Continued

Allie: I was happy when we swam this morning. We swam for a long time. I would NOT be happy to swim again today.

Whipple: (Turns away from Allie). I guess he doesn't want to play with me today. Gee I wish he'd play with me today. I'll have to think of something so he'll want to play with me today. Oh, I know what I'll do.

Whipple: (Turns back to Allie and very enthusiastically says), "Allie, if you don't want to swim right now, do you want to play with my new ball?"

Allie: No, I don't like that game.

Whipple: (Puts head down, then turns to Allie and very enthusiastically says), "Would you like to go find some food to eat?"

Allie: Not now, I just ate and I'm not hungry.

Whipple: Gee, Allie, I really want to do something with you. What would you like to do now?

Allie: I'd like to play hide and seek.

Whipple: O.K. I'd like that, too. I'm glad I ASKED you. I thought maybe you didn't want to play with me today.

Allie: Oh, no. I like you. I just didn't want to swim because I wanted to do something different now. Maybe tomorrow we can swim again. Maybe tomorrow I will want to swim again.

Whipple: O.K. Let's play hide and seek now. (Hide Allie behind your back and have Whipple find him).

GAME 21 - Continued

Mother: They played hide and seek for awhile and they were very happy. The next day they went swimming again.

Mother: Does Allie the Alligator like to swim some of the time? (Let child answer).

Mother: Does he like to swim all the time? (Let child answer).

Mother: No, sometimes he likes to swim and sometimes he does NOT like to swim. If he swims too much, he might get tired.

Mother: What do you like to do? (Let child answer).

Mother: Do you (repeat child's answer) all of the time or some of the time?

Mother I bet you would feel tired if you (repeat answer) ALL of the time.

Whipple: (In voice of character) How did I find out what Allie wanted to do now? (Let child answer).

Whipple: Yes, I'm glad I asked him. I thought he didn't want to play with me.

Whipple: What can you do when you think somebody does not want to play with you? (Let child answer).

Whipple: How can you find out what they want to do?

Ask different children the above questions and, if time, let them have turns playing with the puppets.

DAY 26

GAME 22 - MORE DO YOU LIKE?

Materials: None

Mother: Remember when we played the "Do you Like" game? Whipple asked Allie what he'd like to do and Whipple found out Allie really did want to play with him. He ASKED him what he would like to do now.

Child #1

Mother: ☐, what do you like to do? (Let child answer).

If the child does not answer, say, "Do you like to jump?" Keep giving suggestions until the child says "yes."

Mother: Do you like to jump ALL of the time or SOME of the time? (Let child answer).

Child #1 Child #2 *

Mother: ☐, what do you think ☐ likes to do? Can you ask him? Do you like ____?

Child #2

Mother: Oh, ☐ likes to (repeat child's answer). Do you like to do that, too? (Let child answer).

*Or Terry puppet.

GAME 22 - continued

IF YES

Child #1 ☐ and Child #2 * ☐ like to do the SAME thing.

IF NO

Child #1 ☐ and Child #2 * ☐ like to do DIFFERENT things.

Encourage the 1st child to ask the 2nd child or puppet "Do you like ______________."

Take out rest of Food and Nutrition Pictures and play the DO YOU LIKE game as long as there is interest.

*Or Terry puppet.

DAY 27

GAME 23 - MORE WHY-BECAUSE

Materials: Duck Puppet

I'm Dilly the Duck.
I came to play a game with you today.
I came to play the Why-Because Game.
Let me show you how to play. First I'll play with Mommy.

Dilly: (Turn puppet toward you). Mommy, I'm very tired.

Mother Why, Dilly?

Dilly: Because I forgot to take my nap.

Dilly: (Turn puppet toward children). Now, I'm going to play with you. When I say something, you all ask real loud, Why? Let's try it. I'm very hungry.

Now ask why.

Very good. Now, remember, ask why every time I say something.

Dilly: I'm very hungry.

Children: Why?

Dilly: Because I haven't had my lunch.

Dilly: I like going to school.

Children: Why?

Dilly: Because the children are my friends.

Dilly: I can't sing today.

Children: Why?

Dilly: Because my throat hurts.

Dilly: Now let's change the game. I'm going to ask you WHY and you make up the BECAUSE. Now listen.

GAME 23 - Continued

Dilly, to Mother: (*Turn puppet toward you*). I am going to the store. I am going to walk. I am *NOT* going to take the bus.

Dilly: Can you guess *WHY* I'm going to walk?

Mother: Because it's a nice day out.

Dilly: *Maybe*. Can you think of a *different BECAUSE*?

Mother: *Because* your friend is walking to the store and you want to walk with your friend.

Dilly: See, there is more than one *BECAUSE*. Now let's play together.

Dilly, to Children: (*Turn puppet toward children*). Johnny won't come to my house and play with me today. Why won't Johnny come to my house and play with me today? Does anybody have a BECAUSE? (*Let children answer*).

Dilly: MAYBE he won't come BECAUSE (*repeat response*). Does anybody have a *DIFFERENT BECAUSE*? (*Let children answer*).

Go on until children run out of answers .

Dilly: Let's play this game again.

Dilly: I like birthday parties. Can you guess WHY I like birthday parties? (*Let children answer*).

Dilly: Very good. MAYBE I like birthday parties *BECAUSE* (*repeat answer*).

Now let's think of a DIFFERENT BECAUSE.

GAME 23 - Continued

I like birthday parties BECAUSE (let children respond).

Mother: Very good. Why does Dilly like birthday parties? Maybe it's because

repeat first answer

OR because

then repeat second answer

OR, etc.

FOR MOTHER

To Think About: V

Alternative Thinking

Purpose: To think about alternative ways of dealing with problem situations that a child may bring to or create for mother.

1. Reread problem situation described in exercise For Mother To Think About: IV. Given the facts now, what might mother #1 do or say when her child tells her someone hit him?
2. What might mother #1 do or say next?
3. Now, think about another thing mother #1 could do or say next.

   (If group discussion is being held, leader can ask for different ideas from the group).
4. If (idea #1) is said or done, think about what might happen next. What might the child do or say if (idea #1) is said or done?

   What else might the child do or say?
5. Repeat step 4 with idea #2, etc.

DAY 29

GAME 24 - FAIRNESS

[Play only if you have FOUR or more children playing. All mothers play "More Fairness" (p. 69) whether you are playing with one child or with more than one child]

Mother: Today we're going to talk about the word FAIR. Let's go on a pretend trip to the zoo. We will go in a car. Let's pretend the car is only big enough to take some of you. It is NOT big enough to take all of you. Some of you can go now and some will go later. Let's pretend that now (name one-half the children in the group) __________ will go on our pretend trip. For now, (name the rest of the group) will have to stay here BECAUSE the car is NOT big enough for all of you. (Use chairs or blocks and act this out by setting up a car).

Mother: All the children over here (point to first half) are going on the trip. The rest of you over here will get to go later. (To the rest) Wait for us here, we'll be back soon.

Mother: If you're going on the trip now, raise your hand. (If any incorrect hands are up, or not up, correct).

Mother: O.K., if you're going on the trip now, let's open the door, (go through motion and get the children to join you), let's all get in (pretend in sitting position), and let's pretend we're riding (demonstrate by bouncing). Can we make the sound of a horn? Let's all drive. I see a cow. What do you see, __________? (Have children name animals they see).

GAME 25 - Continued

Mother: Very good. We had a fun ride, didn't we? Let's open the door and get out. Now we're back.

Mother: Now I'm going on another trip with some children. We're going in the same car, and I can only take some of you. Who should go on the trip?

Mother: (From raised hands, pick one child who did not go the first time and one who did go the first time).

Child #1

Did ______ go on the first trip? (Let child answer).

Child #2

Did ______ go on the first trip? (Let child answer).

Is it fair for (one who did not go) to go now? (Let child answer).

Mother: Why is it FAIR for him to go now? (Let child answer).

Mother: Yes, it is FAIR for him to go now because he did NOT go on the first trip.

Mother: Is it fair for (one who did go) to go now? Remember, he did go on the first trip.

Mother: Why is it NOT FAIR for ______ to go now? (Let child answer).

Mother: That's right, it is NOT FAIR for ______ to go now because he went the first time. We have

GAME 25 - Continued

to give everybody a chance to go.

Go through each child - remind if they went on the trip or not, and ask, "Is it FAIR?" Why is it fair or NOT FAIR?

Go on trip with second group .

DAY 29

GAME 25 - Continued - MORE FAIRNESS

Materials:

Farm Animals - 5 Yellow and 4 Black--Group 1
5 Green and 4 Red--Group 2

Mother: Here we have some farm animals. (Let children name them if they wish).

Mother: This is their pen, where they eat. Let's pretend there is food inside this pen for the animals and this is where they eat their dinner. (Put cut up pieces of paper inside pen and pretend it's the food).

Mother: Now, there is only enough food for SOME of these animals. There is NOT enough food for all of them. SOME of these animals can eat now and SOME will eat later. Let's pretend that now these animals can eat. (Place 5 yellow and 4 black animals inside the pen). The rest will have to wait because the pen is NOT big enough for ALL of them. (Tip the animals over to make it look like they're eating. Then take the paper out).

Mother: O.K., now these animals have had their dinner.

Mother: Now the rest of the animals can have their dinner. (Place the animals in 2 groups -- those who had their dinner and those that did not). (5 green and 4 red). Did these animals have their dinner? (Point to 1st group who ate). Did these animals have their dinner? (Point to 2nd group that did not eat).

Mother: Is it FAIR for this group (point to 2nd group that

GAME 25 - Continued

did not eat) to eat their dinner now? (Let child answer).

Mother: Why is it FAIR for them to eat now? (Let child answer).

Mother: Is it FAIR for this group (point to 1st group that did eat) to eat their dinner now? (Let child answer).

Mother: Why is it NOT FAIR for these animals (point) to eat now? (Let child answer).

Mother: If these animals (1st group) eat all the food, THEN these (2nd group) would NOT have any food to eat. Is that FAIR? (Let child answer).

Mother: No, that is NOT fair. IT IS FAIR for ALL the animals to have SOME food. O.K., now let's let these animals (2nd group) have their dinner.

Put the 2nd group and paper in the pen and tip the animals over and they pretend to eat.

Now put the animals away and talk to your children.

Mother: If two children want to look at a story book, and one keeps it and does NOT let the other one see it, is that FAIR? (Let child answer).

Mother: No, that is NOT fair.

Mother: If two children want to look at a story book, what is FAIR? (Let child answer).

(If no response:)

What can they do if they want to look at the same storybook? (Let child answer).

GAME 25 - Continued

Mother: How might one child feel if the other did NOT let him look at the storybook? (Let child answer).

Mother: Yes, he might feel sad (mad). What can that boy do to make him feel happy again? (Let child answer).

Mother: Is it FAIR for one child to look at a storybook and then keep it so the next child can NOT see it? (Let child answer).

Mother: Why is that NOT fair? (Let child answer).

Mother: Can you think of something else a child can do that is NOT fair? (Let child answer). If (repeat answer) is not fair, what is the FAIR thing to do? (Let child answer)

DAY 30

PROBLEM SOLVING SECTION

Problem 1. How Child A can get Child B to help carry the box to the shelf.
Solutions Game (Use picture #1 in Flannel Board Helping and Sharing Set)

Mother: Let's pretend both these boys were playing with toys and it's time to put them away. A and B (give boys in pictures names) were playing with the toys.

Mother: This boy (point) wants that boy (point) to help him carry that box to the shelf. (Have children give the boys' names).

Mother: What does __________ want __________ to do?

Mother: __________ wants __________ __________ __________ __________.

Mother and Children: This boy wants-that-boy-to-help-him put-the-toys-away.

Mother: Now remember, both boys were playing.

Mother: Was __________ playing? (Let child answer). Was this one playing? (Let child answer). Yes, both these boys were playing.

Mother: Who should clean up, put the toys away? (Let child answer).

Mother: Is it fair for __________ to clean up all by himself and not __________? (Let child answer).

Problem 1 - Continued

Mother: No, it is not fair for __________ to clean up and not __________?

Mother: Is it fair for (other boy) to clean up all by himself and not __________? (Let child answer).

Mother: Is it fair for both boys to help clean up? (Let child answer).

Mother: Yes, it is fair for both boys to help clean up.

Mother : Why is it fair to both boys to help clean up? __________ (elicit because statement).

Mother: It is fair for both to help clean up because both were playing.

Mother: Now, let's pretend __________ will not help __________ carry the box to the shelf.

Mother: What can __________ DO so __________ will help him carry the box to the shelf? (Let child answer).

Mother: (Repeat child's response and say, "That's way #1." Write this and all of child's responses on paper or a blackboard). Then say to the child the following: The idea of this game is to think of lots of ways that B can get A to help him put the toys away.

Mother: I'm going to write all your ideas on this paper (board). Let's fill up the whole paper (board). Who's got a different (new, another) way (idea)? (Ask the same child or a different child).*

Mother: He could (repeat #1) OR he could __________? Can anybody think of way #2? (Use fingers).

* See next page for ADDITIONAL GAME (for nonresponding child).

Problem 1 - Continued

Mother: Good. (Shake child's hands). That's way #2. Now we have (repeat way #1 and way #2 counting on fingers). He can #1 or #2. What else can he DO?

Mother: (Repeat solutions given thus far and say), Let's say, all together, 'OR.'

Mother and Children: OR.

Mother: Can anybody think of way #3? (as ideas decrease), What can he SAY? Let's fill the WHOLE paper.

Mother: Let's all say together, "What else?"

Mother and Children: WHAT - ELSE?

NOTE: For enumerations, e.g., "Give him candy," "Give him gum," repeat solutions, classify and ask for an idea that's different from [giving something].

Avoid saying "that's a good idea." The children will evaluate ideas themselves in later sections. It is all right to say, "good, you gave a different idea," reinforcing the fact that his idea is different, not that his idea is good.

*(From previous page)
ADDITIONAL GAME (For nonresponding child)

In this and all problems, the puppets (either Terry or Nancy or the animal puppets) can be used in the following ways:

1. Hold a puppet in front of you and say, in the voice of the puppet character, "I wish I could think of an idea. Can you help me?"
2. Let child hold puppet and encourage him to give you an idea through the voic of the puppet, e.g., "Terry, do you have an idea?"

WORKSHEET

Solutions Given (Including Irrelevant) - Problem 1

[If desired, list solutions on this page, given by child or children]

Solutions

DAY 31

Problem 2. Girl wants mother to buy her a box of cookies (use picture #2--My Community).

1. Solutions Game:

Mother: This girl (point to picture) wants her mommy to buy her a box of cookies.

Mother: What does this girl want her mommy to do?

Mother: This girl wants her mommy to ________ ________ ________ ________.

Mother and Children: This-girl-wants-her-mommy-to-buy-her-a-box-of-cookies.

Mother: What can this girl DO so her mommy will buy her a box of cookies? (Let child answer).

Mother repeats child's response and says, "That's way #1."

Mother: What's the idea of this game? ________.
To think of lots of different ways.

Mother: She could (repeat #1) OR--she could ________?

Mother: Let's ask "OR?"
Let's say that together, "OR?"

Mother: Can anybody think of way #2? (If one child is playing, say, "Can you think of way #2?)

Mother: Good, Sally (shake hands)--you gave way #2. Now we have (repeat way #1 and way #2, counting on fingers). She can (repeat way #1) OR she can (repeat way #2).

Problem 2 - Continued

Mother: All together, let's say, "What else?"

Mother Can anybody think of way #3? What else could she do? What else could she say?*

NOTE: Keep going, always repeating all responses, always recognizing, and always asking, "What else?" If children begin to enumerate, classify it, i.e., hit, kick, bite are all hurting. Then ask for a way that's different from hurting.

If child suggests a trade, i.e., give her some cake, mother says:

How would that make her feel?
Do all people like cake?
No, all people do not like cake.
Maybe he would like cake.
How can we find out if he would like cake?
If he would not like cake, what else can she do?
(Continue same line of questioning).

If child suggests making her happy, without any specific ways as to how, use "How can she make her happy?" and proceed with the same line of questioning.

* If necessary, you can pull out a puppet, i.e., Terry, hold it up in front of you and say, in the voice of the puppet, "I wish I could think of another idea. Can you help me? "

or

Let child hold the puppet and ask the puppet, "Can you think of an idea, Terry?"

WORKSHEET

Solutions Given - Problem 2

[If desired, list solutions on this page, given by child or children]

Solutions

DAY 32

Problem 3. Girl wants lady to read her a story (#5-My Community)

Mother: This girl (point to girl in picture) wants this lady to read her a story.

[Follow same dialogue procedure as in problem #2, using content of this problem]

W O R K S H E E T

Solutions

DAY 33

Read a story - Suggested is "The Circus Baby," by Maud and Miska Petersham, N.Y., MacMillan, 1950.

Questions

How does __________ feel? (In appropriate places).

Why does he feel __________?

After line, "Mother elephant decided that her baby must learn to eat just as the circus people did," the following is suggested:

"Elephants eat with their trunks (imitate).

People eat with their __________?

Do elephants and people eat the SAME way?

No, they eat (Same or different) ways?

After line, "But she was careful NOT to break anything," say:

"Why is it a good idea NOT to break anything?"

"Because __________."

After line, "The bowl tipped and clattered off the table. Then Mr. Clown's stool gave a loud creak and split into many pieces," the following is suggested:

"How will Mr. and Mrs. Clown feel when they see this? What might happen next?" (What they might do or say?)

DAY 33 - Continued

What could you do if you spilled everything on the floor?

(Continue with the "What else" line of questioning).

Let's see what else happens in this story.

DAY 34

Problem 4. Child A (in red shirt) wants child B (pointing to book) to sit down so he can see the picture book (#7 - Social Development)

Mother: This child (point to child in red shirt) wants this child (point) to sit down so he can see the pictures in the book.

[Follow same dialogue procedure as in problem #2, using content of this problem]

W O R K S H E E T

Solutions:

DAY 35

Consequences

Problem 5. Boy wants girl to let him feed the animals. (#12 - Social Development)

Elicit solutions in the usual way, e.g., "This boy (point) wants this girl (point) to let him feed the animals. (As soon as a solution is given that is conducive to naming consequences, the following dialogue is suggested, using "push her out of the way" for illustration).

Mother: O.K. Let's make up a different kind of story, a story about WHAT MIGHT HAPPEN NEXT?

Mother: Pretend the boy (repeat solution given).

DRAW A LINE DOWN THE MIDDLE AND SAY:

That's something the boy can do. I'm going to put that over here. (Point to the left side of line and write responses on the paper).

Mother: Now listen carefully, this is a new question. If the boy [pushes the girl out of the way]* what MIGHT happen next in the story? (Let child answer).

Mother: O.K., (call on child), the girl MIGHT [push him back].* I'm going to write all the things that MIGHT happen next over here (point to right side of line and write response on the paper). Now let's think of lots of things that MIGHT happen next [if the boy pushes her out of the way]. (Let child answer).

Mother: Good, (call on same or different child) told us what MIGHT happen next. (Write his thoughts on the paper, to the right side of the line).

* It is emphasized that these responses are just for illustration. Ask child for a response and insert his answers.

Mother: (Points to girl) The girl MIGHT [push the boy back if he pushes her].* (Point to boy) That's one thing that might happen. The girl might [cry]* if [he pushes her]*. Now we have two (show two fingers) things that might happen.

NOTE: Continue pointing to each character as they are being described. Repeat the whole sentence, that is, "the girl might cry if the boy pushes her," not just, "the girl might cry."

Be aware that the children are responding to what she might do in response to being pushed, not what he might do as a solution to feeding the animals.

When no further thoughts are offered, change the question to:

Mother: What might this girl (point to girl) DO if this boy [pushes her out of the way]? (Let child answer).

Mother: O.K., (call on same or different child), that's one thing she might do. Can anyone think of something different the girl might do [if the boy pushes her]?* (Elicit different things the girl might do).

Mother: (If not already offered, ask): What MIGHT the girl SAY to the boy if he [pushes her out of the way]? (Let child answer).

Mother: She MIGHT say (repeat response) OR she might say __________. Can anyone think of something DIFFERENT she might say? (Let child answer).

Mother: (If not already offered, ask): How MIGHT the girl feel if the boy pushes her out of the way? Do you think she might feel happy, sad or mad?

Mother: (When all thoughts are completed, follow with): MAYBE SOME of us think [pushing her out of the way]* if NOT a good idea.

* See footnote, preceding page. The same holds for all examples following.

Problem 5 - Continued

Mother: If you think [pushing her out of the way] IS a good idea, raise your hand.

Mother: Mary,* why is [pushing her out of the way] a good idea? (Let child answer).

Mother: O.K., Mary,* MAYBE it is a good idea because (repeat Mary's reply). Tommy,* why do you think [pushing her out of the way] is a good idea? (Let child answer).

Mother: O.K., Tommy* MAYBE because (repeat Tommy's* reply).

Mother: If you think [pushing her out of the way] is NOT a good idea, raise your hand.

Mother: Tyrone,* why do you think that's NOT a good idea?

Mother: O.K., Tyrone,* MAYBE that's NOT a good idea because (repeat Tyrone's* reply and continue to ask each child who raises his hand).

If a consequence given seems irrelevant or in any way unrelated to the solution, ask: "Why might that happen next?

If consequences are enumerated, such as "She'll hit him, "kick him," etc., classify in the usual way, e.g., "She MIGHT hurt him if he [pushes her], What else might she do that is different from hurting him?"

NOTE: If there is time, elicit another solution, write it to the left side of the line drawn in the center of the paper, and repeat the same line of questioning, with the new solution. Use nonforceful ones as, "Say please," "Give her candy," as well as forceful ones as "Hit," "Snatch," for eliciting solutions.

If a child wants to change his mid about a solution being or not being a good idea, ask: "Why do you think __________ now?

* Use your own child's name.

WORKSHEET

Consequences Given - Problem 5

Solution:

Consequences:

Solution:

Consequences

Solution:

Consequences:

Solution:

Consequences:

DAY 36

Problem 6. Boy wants teacher to look at his painting too.
(#5 - Social Development)

[Use same dialogue technique as used in problem #5, substituting this problem]

WORKSHEET

Solution:

Consequences:

Solution:

Consequences:

Solution

Consequences:

Solution:

Consequences:

DAY 37
[For more than one child]

[For one child, use pp. 91-92]

Actual Problem to be Solved

Materials: Toys at Home - Allie and Dilly

Give each child a toy that belongs to another child.

Child #1 Child #2

Mother: ☐ , ☐ has your toy.

(Name toy).

Child #2

Can you think of a way to get ☐

to give it to you? Something you can do OR say? (Let child answer).

If the child suggests a solution other than hitting or grabbing, say "Go ahead and try it".

If Successful:

Mother: Oh, you (repeat idea). Very good. You thought of that all by yourself. How does that make you feel? (Let child answer).

If Not Successful:

Mother: Oh, that idea did not work. Can you think of a different idea?

Encourage the child to carry out his solution, if possible.

If hitting or grabbing occurs, or the suggestion to hit or grab, try the following:

Mother: Hitting (grabbing) is one thing you can do.

Child #2

How does that make ☐ feel? (Let child answer).

DAY 37 - Continued

Mother: What might happen next if you hit (grab)?

Child #2

What might __________ do or say if you do that? (Let child answer). Yes. That might happen.

If Successful:

Very good. You thought of that idea all by yourself. How does that make you feel?

Mother: If two children want to play with the same toy at the SAME time, what can they do that is FAIR? Anybody have an idea?

Bring out Allie and Dilly.
Put a piece of food, like a carrot in Allie's mouth and have Dilly snatch it.

Allie: (Change voice) Dilly, why did you snatch that from me?

Dilly: (Change voice) Because I wanted it.

(Make Allie look SAD)

Mother: How does Allie feel? (Let child answer).

Mother: What can Dilly do now so Allie will feel happy again? (Let child answer).

Mother: (To Allie) Allie, does that make you feel happy?

Allie: (Change voice) No, I'm still sad.

Mother: Oh, Allie is still sad. Can you think of a different idea? (Let child answer).

Mother: (To Allie) Does that make you happy?

Allie: (Change voice) Yes, I like that idea.

DAY 37 - Continued

Mother: Very good. You thought of that all by yourself.

Allie to Dilly: Dilly, will you let me draw with your crayon?

Dilly: No.

Allie to Children Can you help me? What can I do or say so Dilly will let me draw with his crayon? (Let children answer).

Have Allie try each idea and have Dilly say yes or no.

DAY 37

[For one child]

[For more than one child, use pp. 88-90]

Materials: Whipple, Allie and Dilly

Child #1

Mother: ______, Whipple has your toy (name toy).

Can you think of a way to get Whipple to give it back to you? Something you can do OR say? (Let child answer).

Mother: Go ahead and try it. (Let child try it)

Whipple: (Change voice) No, I want it.

Mother: Oh, that idea did not work. You'll have to think of something different. (Let child answer).

Whipple answers: O.K. You can have it.

Mother: Very good, you thought of that all by yourself. (If the child suggests hitting or snatching, say:) Oh, how does that make Whipple feel? (Let child answer). Can you think of an idea so Whipple will NOT feel sad (mad)? (Let child answer).

Bring out Allie and Dilly.
Put a piece of food, like a carrot
in Allie's mouth and have Dilly snatch it.

Allie: (Change voice) Dilly, why did you snatch that from me?

Dilly: (Change voice) Because I wanted it.

(Make Allie look sad).

Mother: How does Allie feel? (Let child answer)

DAY 37 - Continued

Mother: What can Dilly do now so Allie will feel happy again? (Let child answer).

Mother: (To Allie) Allie, does that make you feel happy?

Allie: (Change voice) No, I'm still sad.

Mother: Oh, Allie is still sad. Can you think of a different idea? (Let child answer).

Mother: (To Allie) Does that make you happy?

Allie: (Change voice) Yes, I like that idea.

Mother: Very good. You thought of that all by yourself.

Allie to Dilly: Dilly, will you let me draw with your crayon?

Dilly: No.

Allie to Children: Can you help me? What can I do or say so Dilly will let me draw with his crayon? (Let children answer).

Have Allie try each idea and have Dilly say yes or no .

DAY 38

Problem 7. Child wants brother to stop breaking his toys. (Use any appropriate pictures).

WORKSHEET

Consequences Given - Problem 7

Solution:

Consequences:

Solution:

Consequences:

Solution:

Consequences:

Solution:

Consequences:

DAY 39

Problem 8. Boy wants mother to buy him a new puzzle. (Use any non-action boy picture and draw a puzzle on the board).

WORKSHEET

Consequences Given - Problem 8

Solution:

Consequences:

Solution:

Consequences:

Solution:

Consequences:

Solution:

Consequences:

FOR MOTHER

To Think About: VI

Interpersonal Problem Solving

Purpose: To think more about alternative ways of dealing with real problem situations that a child brings to or creates for mother.

1. Think about an actual problem situation you had to deal with recently between you and your child.
    - a) What was the first thing you actually said or did when the problem came up?
    - b) What happened next? What was the very next thing your child said or did when you did (or said) that?
    - c) What did you do or say next? Continue thinking about everything that was actually said or done from the time the problem first came up to the end of the situation.
2. Now think about the following:
    - a) Did you get all the facts from your child?
    - b) Did you find out how he felt when the problem came up? How did you find out?
    - c) Can you think of another way you might have handled the same problem? Something else you might have said or done when your child said (or did) that?

DAY 40

Puppet Story - Review (Use finger puppets)

Brother: (Make crying sound)

Sister: I wonder why my brother is so sad. (Looks at brother). Why are you feeling so sad?

Brother: How do you know I'm sad? How can you tell?

Sister: I can see with my eyes that you are crying.

Brother: I'm going to put my hands over your eyes. (Put hand of brother over sister's eyes). Now you can't see me crying.

Sister: I can still tell you're sad.

Brother: How? (crying)

Sister: I can hear you with my ears.

Sister: (Aside) I wonder why he's so sad. How can I find out? (Get children's response).

Sister: Yes, I'll ASK him.

Sister: Let's ask him together? Why-are-you-so-sad?

Brother: Why do you think I'm so sad?

Sister: Because you cannot go out and play?

Brother: No, that's NOT why I'm so sad.

Sister: **Maybe** it's because your friend did NOT come today.

Brother: No, that's NOT why I'm so sad.

Sister: Does anybody know WHY he is so sad?
Maybe __________.
Maybe __________.
Maybe __________.

Sister: I think I know.

Sister: You want to go to the zoo and no one will take you. Going to the zoo would make you happy, right?

Brother: No.

Sister: No? Going to the zoo would make me happy. I thought that would make you happy, too.

Brother: I do like the zoo. But I went to the zoo already today. I do NOT want to go to the zoo again now.

Sister: Oh, I did not know you just went to the zoo.

Sister: Would going for a walk make you happy?

Brother: No, I do NOT like to walk.

Sister: Walking makes me happy. I thought walking would make you happy, too.

Brother: Different people like different things. You like to walk. I do NOT like to walk.

Sister: (To children) Do you have any ideas? What might make my brother happy?

Maybe __________. Does (repeat child's answer, e.g., candy make you happy?) (To child)

Sister: (To brother) Does (candy) make you happy, brother?

Have brother agree sometimes and disagree sometimes with child. For a more inhibited child, you might want to have brother agree .

Sister: Candy makes you happy, Sally. (If brother disagrees) Candy does NOT make my brother happy.

Sister: Who has another idea of what might make my brother happy?

Sister: (To child) Does (what child said) make YOU happy?

Sister: (If brother agrees) You like __________. AND my brother likes __________.

Sister: Does (child's response) make you happy?

Brother: Yes __________ makes me very happy. AND spinach, AND jumping. AND swimming.

Brother: More than one thing makes me happy. You asked me and you found out what makes me happy, and also, by asking, you found out what does not make me happy. Now that you made me happy, I would like to make you happy. Would you like to play with me?

Let each child have a turn, pointing out that it's FAIR to take turns, and each child can have one turn .

Solution-Consequences Pairing

I. Goal

For problems nine through twelve, the goal is to teach the child to think successively of a solution, then its consequence. Ultimately, it is hoped that the child would learn to think of a solution, weigh the pros and cons of it, and then decide which alternative would be most appropriate before taking action.

II. Techniques

1. Present the problem in the usual way.
2. After having elicited one alternative solution, ask immediately for a consequence to that solution, e.g.,
   How might he feel?
   What might happen next?
   What might B DO if A __________?
   What might B SAY if A __________?
3. Only ask for one consequence per solution. Then go to solution 2.
4. Treat enumerations, acceptable and questionable responses, and chaining in the usual way.

(An illustrated dialogue is given for Problem 9. The same dialogue can be used for the remaining problems).

DAY 41

Problem 9. Girl on bike wants boy on wagon to get out of her way. (#4-My Community).

(Utilize usual introduction, repeat problem, ask for idea).

Mother: Can anybody think of way #1?

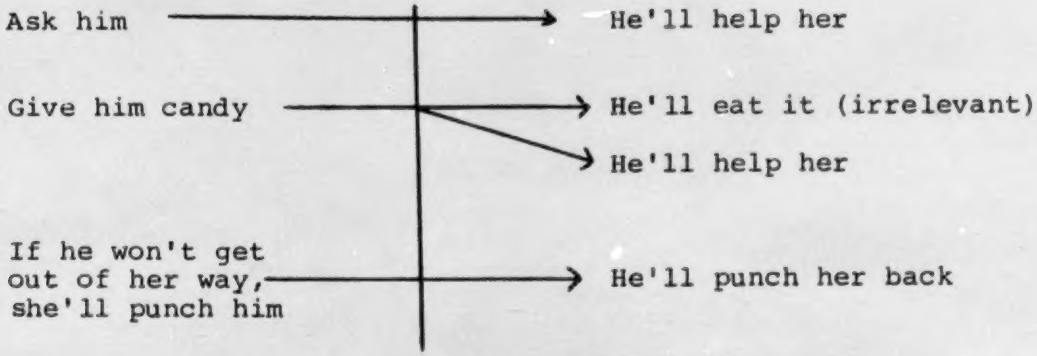
Mother: O.K., I'm going to put that idea over here (to the left of the line). She could ask him.
Now listen carefully. What might happen next if (repeat child's idea)? (If necessary, ask: What might the boy DO if the girl __________?
What might the boy SAY if the girl __________?
How might the boy feel if the girl __________?)

Mother: O.K., I'm going to put that over here (to the right of the line). "He'll help her."

Mother: Now listen again. We're going to change the game. Now tell me what else the girl (point to girl) can do or say so this little boy will get out of her way?

Write on the paper thus: If a consequence is irrelevant, ask for another one. If a consequence seems irrelevant, ask: "Why might that happen?"

Problem 9 continued


Ask him
He'll help her
Give him candy
He'll eat it (irrelevant)
He'll help her
If he won't get out of her way, she'll punch him
He'll punch her back

[REPEAT UNTIL CHILD RUNS OUT OF IDEAS, ALWAYS ALTERNATING SOLUTION, THEN CONSEQUENCE. PLACE SOLUTIONS ON ONE SIDE OF THE PAPER, CONSEQUENCES ON THE OTHER, SO THE DISTINCTION BETWEEN SOLUTIONS AND CONSEQUENCES CAN BE FURTHERED CLARIFIED].

WORKSHEET

Problem 9

Solution:

Consequence:

Solution:

Consequence:

Solution:

Consequence:

Solution:

Consequence:

Solution:

Consequence:

Solution:

Consequence:

DAY 42

Problem 10. Child A wants child B to get off the slide so he can slide down. (#1-Social Development).

[Use same dialogue as problem #10]

WORKSHEET

Solutions and Consequences - Problem 10

Solution:	Solution:
Consequence:	Consequence:
Solution:	Solution:
Consequence:	Consequence:
Solution:	Solution:
Consequence:	Consequence:

DAY 43

Problem 11. Boy wants man to give him a ride on the firetruck (#10-My Community).

WORKSHEET

Solutions and Consequences - Problem 11

Solution:

Consequence:

Solution:

Consequence:

Solution:

Consequence:

Solution:

Consequence:

Solution:

Consequence

Solution:

Consequence:

DAY 44

Problem 12. Allie wants Whipple to come to his (her) house and play. Have child hold Allie and give ideas. The child can have Allie think of the consequences to his own ideas.

WORKSHEET

Solutions and Consequences - Problem 12

Solution:

Consequence:

Solution:

Consequence:

Solution:

Consequence

Solution:

Consequence:

Solution:

Consequence:

Solution:

Consequence:

FOR MOTHER

To Think About: VII

Encouraging Child to Solve Interpersonal Problems

Purpose: To think about how to encourage the child to think through and solve problems for himself based on the skills he has learned from the training program. At this point, both mother and child will be developing a problem solving style of thinking and communication.

Type of Problem

Child engaged in interpersonal conflict.

Specific Problem

Child initiates hurting or grabbing behavior.

Questions to Encourage Problem Solving Communication

1. Why (e.g., did you hit him)?
2. (Hitting) is one thing you can do. How did that make (e.g., Judy) feel?
3. What happened when you (hit Peter)? What did Peter do or say?
4. Can you think of another way to (repeat reason child gave why he hit) so that won't happen?
5. (After child answers) That's a different idea. What might happen if you try that?

Specific Problem

Child reciprocates hurting or grabbing behavior.

Questions to Encourage Problem Solving Communication

1. How did it make you feel when ______ (hit) you?
2. O.K., you felt (mad).
3. What happened when you (hit) him back?

4. (Hitting) is one thing you can do. Can you think of something different to do that will make you feel happy?

5. (After child answers) That's a different idea. Is that a good idea? What might happen if you try that?

Type of Problem

Child pouts or cries.

Specific Problem

Child upset because he wants to fingerpaint right before dinner and mother does not want him to.

Child wants candy he sees in store and mother does not want him to have any.

Questions to Encourage Problem Solving Communication

1. I can't let you (e.g., fingerpaint now) because ________.

2. Do you know why I can't let you ------ now?

3. What might happen if you (fingerpaint now)?

4. Can you think of something different to do now that will make you happy?

Type of Problem

Child in potentially dangerous situation or engaged in activity that could cause damage to property.

Specific Problems

Child is running inside.

Child is playing with water in the living room.

Child is climbing on furniture.

Child is painting on the wall.

Questions to Encourage Problem Solving Communication

1. Is that a good idea to (run inside)?

2. What might happen if you do that?
3. How will you feel if you (fall, dirty the furniture, etc.)?
4. Can you think of something different to do (a different place) so that won't happen?

Discuss actual problems that occur between you and your child and how you might encourage a problem-solving style of communication.

NOTE: The specific dialogue mother follows depends on what the child says. Questions given above are general techniques. Actual dialoguing examples and techniques around these and other types of problems are discussed in Spivack, G., and Shure, M. B. *Social Adjustment of Young Children*, San Francisco: Jossey-Bass, 1974, Chapters 5 and 6.